

**Week 4 Assignment: Model Classroom**

**Overview**

In this assignment, after reading the Horizons Report 2010 K-12 Edition and watching a video, you will create a blueprint for a model classroom that should exist in five years.

**Rubric**

Use the following rubric to guide your work.

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| Tasks  🡻 | **Exemplary** | **Satisfactory** | **Needs Improvement** | **Unsatisfactory** |
| **Academic Rigor** | Ample evidence is presented demonstrating how the technological components (i.e. software) of this model classroom challenges students through use of all of the following: scaffolding, research-based inquiry methods, pacing, high-order thinking skills, and differentiated instruction.  **(Max. of 4 pts)** | Some evidence is presented demonstrating how the technological components (i.e. software) of this model classroom will somewhat academically challenge students, using only one of the following: scaffolding, research-based inquiry methods, pacing, high-order thinking skills, and differentiated instruction.  **(Max. of 3 pts)** | Little evidence is presented demonstrating how the technological components (i.e. software) of this model classroom academically challenges students, and does not use scaffolding, research-based inquiry methods, pacing, high-order thinking skills, or differentiated instruction.  **(Max. of 2 pts)** | No evidence.  **(0 points)** |
| **Interoperability of Software/ Hardware** | Ample evidence is presented demonstrating the model classroom’s technological equipment is standardized, will operate on the local network, and will comply with network standards.  **(Max. of 4 pts)** | Some evidence is presented demonstrating the model classroom’s technological equipment is standardized, will operate on the local network, and will comply with network standards.  (**Max. of 3 pts)** | Little evidence is presented demonstrating the model classroom’s technological equipment is standardized, will operate on the local network, and will comply with network standards.  **(Max. of 2 pts)** | No evidence. |
| **Alignment with Standards, Objectives & Academic Disciplines** | Ample evidence is presented demonstrating how the technological components of this model classroom directly target identified learning goal(s) aligned with the grade level content standards, objectives, and academic disciplines.  **(Max. of 4 pts)** | Some evidence is presented demonstrating how the technological components of this model classroom marginally target identified learning goal(s) aligned with the grade level content standards, objectives, and academic disciplines.  (**Max. of 3 pts)** | Little evidence is presented demonstrating how the technological components of this model classroom target identified learning goal(s) aligned with the grade level content standards, objectives, and academic disciplines.  **(Max. of 2 pts)** | No evidence.  **(0 points)** |
| **Alignment with District & Campus Technology Plans and Goals** | Ample evidence is presented demonstrating that the technological components of this model classroom directly align with district and campus technology plans and goals.  **(Max. of 4 pts)** | Some evidence is presented demonstrating that the technological components of this model classroom align with district and campus technology plans and goals.  (**Max. of 3 pts)** | Little evidence is presented demonstrating that the technological components of this model classroom align with district and campus technology plans goals.  **(Max. of 2 pts)** | No evidence.  **(0 points)** |
| **Authenticity** | Ample evidence is presented demonstrating the technological components of this model classroom were selected based on both the authentic needs of the students and the authentic needs of the teachers.  **(Max. of 4 pts)** | Some evidence is presented demonstrating the technological components of this model classroom were selected based on either the authentic needs of the students or the teacher, but not with consideration for both parties.  (**Max. of 3 pts)** | Little evidence is presented demonstrating the technological components of this model classroom were selected based on the authentic needs of the students and/or the teacher.  **(Max. of 2 pts)** | No evidence.  **(0 points)** |
| **Writing Elements: Content** | Response demonstrates an in-depth examination and thorough understanding of the assignment through the inclusion of all components, and meets or exceeds all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly.  **(Max. of 4 pts)** | Response demonstrates a sound examination and adequate understanding of the assignment through the inclusion of some components, and meets all requirements indicated in the instructions. Each part of the assignment is addressed.  (**Max. of 3 pts)** | Response demonstrates a limited examination and understanding of the assignment. Response is missing some components and/or does not fully meet the requirements indicated in the instructions.  **(Max. of 2 pts)** | No examination or understanding of the assignment.  **(0 points)** |
| **Writing Elements: Style, Mechanics, & Grammar** | The paper adheres to *APA* stylistic guidelines. Writing is clear, concise, and well organized. The paper has sound organization and excellent sentence/ paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.  **(Max. of 4 pts)** | The paper adheres loosely to *APA* stylistic guidelines. Writing is mostly clear, concise, and well organized. The paper has a thesis and good sentence/ paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.  (**Max. of 3 pts)** | The paper does not adhere to *APA* stylistic guidelines. Writing is unclear and/or disorganized. The thesis is weak, and sentence/paragraph construction is poor. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.  **(Max. of 2 pts)** | Does not use *APA* guidelines.  No thesis.  **(0 points)** |

**Directions**

Read or view the following Web links that you will use as the basis for this assignment:

The Horizons Report K-12 Edition <http://www.nmc.org/pdf/2010-Horizon-Report-K12.pdf>

Possible Classroom of the Future: <http://www.youtube.com/watch?v=QcXEznPXj8k&feature=PlayList&p=4DAA0739CBF70FBC&index=11&playnext=2&playnext_from=PL>

After you have viewed both links, create a blueprint for a model classroom that should exist in five years. Address each of the areas in the Horizons Report – Cloud Computing, Collaborative Environments, Game Based Learning, Mobiles, Augmented Reality, and Flexible Displays. Your blueprint should be in the form of a discussion paper.

Use the following guidelines:

* Use the *APA Style Guide.*
* Give your paper a title.  Whatever title you choose, it should clearly and concretely reflect the content of your paper.
* Double-space your paper and use one-inch margins.  Use a 12-point font. Use Times New Roman type. When complete, your review should be 500 to 700 words in length.
* Include a list of references, on its own page, at the end of the review.  Use *APA* documentation for in-text citations and for the bibliographic citations in the references.
* Use a minimum of four research articles, chapters, or books to support your discussion paper.

Your paper is due no later than 11:59 p.m. on the seventh day of Week 4.

**Workspace**

Write your paper in the expandable box provided.

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| **A Model Classroom of the Future**  **Jack Robertson**  **Lamar University**    **A Model Classroom of the Future**    Making predictions is similar to predicting the weather. We can be partially right, but very seldom completely accurate. When we take into consideration Moore's Law, predicting the future of technology becomes even more difficult. Moore's Law says that the number of transistors that can be placed inexpensively on an integrated circuit doubles approximately every two years. (Hesseldahl, 2011) Moore's Law is alive today and has a direct effect on all technology applications. We can make a prediction of how the classroom will look based upon what technologies are available today with an element of what technologies might be available five years from today. " The 'spaces' where students learn are becoming more community-driven, interdisciplinary, and supported by technologies that engage virtual communication and collaboration."(Horizon Report, 2010)  The modern classroom in five years will have multiple electronic display surfaces. Large projected displays would be used to engage larger groups of students. There may be smaller electronic displays that will be used for smaller groups of students who may be in small independent work groups. An addition or alternative to the larger displays would be a one-to-one environment where each student has their own electronic device. These devices could be the students own device or one provided by the school. They could consist of a laptop, electronic tablet such as an iPad, cell phone or other personal electronic device. These devices will become the lifeline of learning for students. Content will be delivered to these devices and provide constant interactivity and engagement. Each student device would function as a Student Response System. The teacher would possess their own device which would be connected to all other devices through wireless networking. The connectivity between the teacher device and student devices will enable individualized learning for all students. The teacher will be able to push out different content to different students, thus enabling individualized learning based upon the student's needs. All devices will be equipped for wireless or wired-Ethernet connectivity. Each student maintaining their own electronic device will help the district reach the 1:1 initiative goal set out in the district's Long Range Plan for Technology. The one electronic device that may not be present in future classrooms would be a printer. The classroom of the future will be a paperless classroom. (Adams, 1997)  The traditional seating structure would be changed, and a sense of mobility among students and teacher would be established. The sense of mobility would extend beyond the classroom walls. Content could be delivered to students outside the classroom. Students could be absent from the classroom and still receive media from the teacher and students. Interactivity would be maintained with the absent student through Internet connectivity.  The teacher would be able to control all devices in their classroom through their own mobile device. Projectors, heating/cooling, audio, lighting, as well as the student's mobile devices would be controlled by one central teacher device. All devices would be IP connected to enable maximum teacher control. All mobile devices would maintain constant connectivity to the Internet which would enable students to have constant and instant availability to unlimited data and information. Constant Internet access will help create research-based inquiry methods, pacing, and high-order thinking skills.  The traditional printed text book will be a thing of the past. Electronic books will be downloaded to the student's individual learning device. The books will be multimedia rich and interactive. They will have the ability to provide instant feedback and response to the learner.  Video conferencing equipment would be available for conferencing with distant resources. Collaboration with classes and students from around the world would be utilized to broaden the scope of student learning , engagement, and interactivity. Cloud computing and collaborative environments will be utilized to further engage students and create a learning environments that enable students to access work from anywhere and anytime. Collaborative software and tools will enable student groups the ability to work together in a virtual environment. Field trips can be taken without leaving the classroom.  The curriculum will be mostly project driven which will involve real world problems and issues. With the advancement of game based learning, educational games will become more prevalent in future curriculum. Augmented reality and possibly artificial intelligence technologies will makes their way into the classroom. Augmented reality and artificial intelligence will enable students to experience the world and realities in a way that has never been possible before.  Terminologies will change. Teacher will be called "Learning Facilitators" and students will be called "learners". Libraries will be called "Interactive Learning Centers".  Learners and facilitators will carry "smart cards". These cards will track attendance, contain student information and identification, and serve as a student ID. These cards may even monitor calories consumed during lunch. (Microsoft, 2008)  The key terms that will describe the classroom in five years will be: mobile, personal, interactive, collaborative, engaging, anytime-anywhere learning, differentiated, and media rich.  Hesseldahl, A. (2011). Moore’s Law is Alive and Well, and Intel Will Prove It Today. New Enterprise, 1(1), Retrieved from: <http://newenterprise.allthingsd.com/20110504/moores-law-is-alive-and-well-and-intel-will-prove-it-today/>  MedianEducation. (Producer). (2007, September 12). Classroom of the Future hd: What’s New in Educational Tech[Video Podcast] Retrieved from: <http://www.youtube.com/watch?v=QcXEznPXj8k&safety_mode=true&persist_safety_mode=1&safe=active>  Anderson, T. (2008). Is Video Conferencing the Killer App for K-12 Distance Education?. Journal of Distance Education, 22(2), Retrieved from: <https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=1820321>  Microsoft. (2008, December). School of the Future. Retrieved from: <http://www.microsoft.com/education/schoolofthefuture/overview.aspx>  Adams, W. United States Military Academy, (1997), Information Technology and the Classroom of the Future, Orlando FL: United States Military Academy. Retrieved from: <http://faculty.ist.psu.edu/jjansen/academic/pubs/site97/site97.html>  New Media Consortium. (2010). The Horizon Report. 1(4), Retrieved from: <http://www.nmc.org/pdf/2010-Horizon-Report-K12.pdf> |